DOCUMENT RESUME

ED 155 481 08 CE 017 074

TITLE	Bases for Curriculum Decisions for Development of Curriculum for Minorities in Small Business Ownership and Management, Post-Secondary Level.
INSTITUTION	Green (Del) Associates, Foster City, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	23 Dec 74
CONTRACT	OEC-0-74-7588
NOTE	80p.; For related documents see CE 017 073 and CE 017 086
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Black Businesses; Business; *Business Administration; Business Education; *Course Content; Curriculum Development; *Curriculum Planning; *Decision Making; *Females; Managerial Occupations; *Minority Groups; Post Secondary Education

ABSTRACT

This document presents in three parts the bases for curriculum decisions in the development of a post-secondary curriculum for minorities in small business ownership and management. Part 1 covers the general curriculum decisions, including the following items: selection of curriculum testing site; academic credits; class scheduling; student recruitment and screening; student advisors; and instructors. Part 2 covers the content decisions made for course 1 and includes business ownership/management opportunities; exploration; basic requirements, self-evaluation, and decision. Part 3 covers the content decisions made for course 2. It covers the following areas: marketing, finance, communications, law/insurance, personnel, recordkeeping, production/inventory management/quality control, community relations, government relations, professional business associations, and business terminations. An annotated bibliography is also included. (Two related documents are available and include the final report, CE 017 073, and the curriculum products, CE 017 086.) (BM)

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BASES FOR CURRICULUM DECISIONS

FOR

DEVELOPMENT OF CURRICULUM FOR
MINORITIES IN SMALL BUSINESS OWNERSHIP
AND MANAGEMENT, POST-SECONDARY LEVEL

CONTRACT NUMBER: OEC-0-74-7538

PREPARED FOR:

OFFICE OF EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION

AND WELFARE

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December 23, 1974

CE 017 074

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The totality of needs faced by aspiring minority business owners/managers, if any redirection of existing trends is to be accomplished, cannot be met solely by our curriculum development effort. Our responsibility is, in effect, to help sow the seeds already planted (by other contractors to OE/DHEW and by the national Task Force*) for the development of a new trend whereby minorities aspire toward business careers from the vantage point of a more complete awareness and more accurate knowledge of the nature and demands of the business world. As such, we have a tremendous charge in this project.

The student using our curriculum should, at a minimum, be <u>better</u> able to face the economic and social pressures which have had, and continue to have, such a negative effect and impact on the operations of minority business enterprises. Our effort consists, in large part, of developing curriculum which will enable a minority student to gain sufficient business sophistication and managerial capability to obviate traditional social and economic pressures, and thus be able to compete on an equitable basis with majority owned and operated businesses.

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*Task Force on Education and Training for Minority business Enterprise.

DGA staff and consultants recognize, and accept, the challenge presented by this project. The discussion presented in this paper represents a conceptual approach to the curriculum and to the total project based on the input from and shared perceptions among both DGA staff members and members of the curriculum team.

The curriculum team, which was established immediately after our contract was implemented, represents a cross-section of ethnic/cultural backgrounds and consists of experienced minority business persons, an attorney and educators. The bases for our curriculum decisions reflect their collective thinking based upon personal experiences as minority persons in the contemporary business world. Members of our curriculum team are as follows:

Estella Dooley,
Attorney for the City & County of San Francisco

C.J. Patterson, Businessman
Board Chairman
Golden State Business League

Louis Barnett, Businessman
Executive Director (PACT)

Jospehine Jimenez, Businesswoman
Vice-President, City Center Federal Savings
& Loan Association

Dr. Thomas Martinez, Educator
Television Director and Producer

Jose Maestre, Businessman and Author

Dr. Jack Yuen, Educator & Businessman
Lincoln University

Dr. David Wigglesworth, Educator
President, Technical Research Associates, Inc.

Dr. Harry J. Mack, Social Psychologist

Dr. Ennis McDaniel, Educator
California State University - Sacramento

Doris Ward, Member of San Francisco City
College School Board

John Bee, Urban Affairs
Kaiser Industries, Kaiser Center

Louis Carter, Executive Director
California Job Creation Program
State of California

Jacquelyn Green, Linguistics Specialist
Chairman, Foreign Language Department,
City College of San Francisco

In developing the bases for our decisions, it was necessary to consider the full range of roles which must be assumed by the small business owner/manager. He constitutes, at once, the executive, the managerial and the technological levels of his business organization; he is the decision maker, the problem-solver, and the policy-setter. To prepare a post-secondary school student for the world of small business, therefore, requires a wide range of skill-teaching in the area of traditional business practices in addition to conveying to the student the "how to" of identifying, preventing, coping with and attempting to solve the special problems unique in the arena of small business entrepreneurship.

Additional instruction is required in preparing the minority student to successfully start-up, organize and operate a business enterprise. Mortality rates for small business, in general, are grim statistics; for the small minority business they are decidedly worse. Our establishment of bases for curriculum decisions, then, has had to involve consideration of cultural and ethnic background factors which may impede (or strengthen), initially, minority students' pursuit of academic preparation and, ultimately, his organization and operation of a small business. In this instance, we are not attempting to duplicate basic instruction in Business Administration for minority students. What we are attempting, however, is to add another dimension to the standard instruction to more fully recognize and meet the unique needs of a minority entrepreneur.

Because of the special nature and purpose of our charge in this project, we have decided that the most effective presentation of the total curriculum would be through utilization of a two-course format, using an introductory course to precede the advanced course. The major components of the introductory course will include the following:

1. A preface phase which will serve as a comprehensive orientation concerning the nature and the objectives of the 2-course curriculum;

2. Presentation of current and future (or futuristic) small business opportunities;

3. An exploration phase including field trips to minority business sites and class presentations by experienced minority business persons;

4. A section on basic requirements which will enable the student to know what is needed for a survival kit by a small business entrepreneur, in terms of requisite personal attributes and characteristics, financial resources, and managerial skills;

5. A self-evaluation process in which the students perform (with the help of an advisor) a personal factors assessment, emphasizing motivation, attitude and predicted behavior.

6. The decision, mutually arrived at by the advisor and the student, as to whether or not the student will continue into the advanced course.

In further consideration of the unique aspects of this project, we have gone beyond the standard managerial functions of operations, marketing, finance and personnel in selecting areas deserving coverage in the advanced course curriculum. Within the coverage areas, the basic approach will be to familiarize the student with managerial procedures, strategies and techniques, and to include methodology of problem identification and problem-solving. Thus far, the coverage areas include:

Marketing
Finance
Communication
Law and Insurance
Personnel

Record-Keeping
Production, Inventory Management and Quality Control
Community Relations
Government Relations
Professional Business Associations
Business Terminations

It should be noted that "Management" is not specifically included as a coverage area. This seeming exclusion is based on the consensus among staff and curriculum team that each of the areas listed is, in essence, a management component. Similarly, such managerial functions as planning, organization and control are not listed separately as it is felt these functions will be addressed sufficiently within the listed coverage areas.

BASES FOR CURRICULUM DECISIONS

SECTION I

GENERAL CURRICULUM DECISIONS

A. Selection of Curriculum Testing Site:

No determination of the worth and success of our project can be made without valid and reliable testing of the developed curriculum. Given the special minority thrust of the project, a truly valid test will require an ethnic mix among the students in the program. Because of this need, we have made preliminary arrangements to utilize San Francisco City College (CCSF) as a test site. This selection was based specifically on 1) the substantial proportion of minorities in the student body and 2) the ethnic diversity among the minority student body population. An additional advantage to the project of utilizating CCSF as a test site is that institution's "natural laboratory" setting in an urban, cosmopolitan environment in which is located a relatively high degree of minority business activity.

Current budgeting constraints dictate limiting curriculum testing to one site only. Contacts have been made, however, to obtain additional funding from OMBE, SBA and/or various private sources, to provide for testing the curriculum at sites other than CCSF. Some progress has already been made in locating other potential test sites when additional test sites will enable a more valid evaluation of the curriculum by taking into special consideration a different ethnic group at each site.

B. Academic Credits:

The introductory course and the advanced course will each be worth three semester units of credit with classes meeting three hours a week. Utilization of such a standardized course plan for the curriculum has the advantage of giving it almost universal applicability.

There will be no grades, as such, given for either of the courses. There will, however, be a continuing evaluation of each student's progress by both instructors and advisors (See "E" and "F" below). This "testing" will be for the benefit of the student while simultaneously providing feedback data used in assessment of the curriculum.

It has been determined that our purposes are better served if the courses are open to non-degree-seeking students as well as those pursuing degrees. As an incentive for those students not seeking academic credit, and to provide them with deserved recognition for successful course completion, a decision was made to award these students with a certificate of completion. Specific qualification criteria for receipt of the certificate will be jointly determined by CCSF and DGA staff and/or curriculum team. The tentative consensus, however, is to award the certificate to those students attending and participating in more than half the advanced course classes.

C. Class Scheduling:

It is mutually agreed upon between Del Green Associates and CCSF that the curriculum will be offered in evening courses, for availability to a greater number of students. Also, school faculty and staff regard the students in evening classes as, generally, more sincere and more purposeful in their academic pursuits. In addition, such scheduling facilitates access to and availability of a greater number of potential instructors and guest lecturers from the minority business community.

D. Student Recruitment and Screening:

With the assistance of the school and selected minority educators and business representatives, the course offerings will be announced and publicized. The coordinated efforts of these people should provide the desired recruitment aims of reaching a broad spectrum of interested minority persons. It is the screening process which we consider of paramount importance in achieving the project's objectives. The primary selection criterion to be used for the introductory course is a demonstrated desire on the part of the student to participate in the program, based on his/her complete knowledge of program content and objectives. The introductory course itself will then serve as a screening process for ultimate selection of advanced course students.

The introductory course will enable the students to self-evaluate, with the assistance of an advisor/counselor, their capabilities and potentials - skill-wise, knowledge-wise and personality-wise - of eventually becoming a minority small business owner/manager.

E. Student Advisors:

It has been decided that the curriculum team members will serve as student advisors and, as such, will be the primary link between the student and the project administration. By means of scheduled counseling sessions with individual students the advisors will evaluate the student's progress and subsequently transmit the "progress" information back to the project staff. Curriculum assessment data and information, based on the student's perspective, will also be obtained and transmitted. Utilization of advisors in this manner gives to the project a very important feedback mechanism.

This kind of system counteracts a "goal displacement" tendency prevalent in Academe, where achieving a high grade becomes the primary objective rather than gaining the knowledge, information or skills intended by the curriculum developer.

Utilization of curriculum team members as advisors will enhance student-advisor communication, rapport, and commonality of understanding by ensuring that the advisors

represent the same racial/ethnic group as their students. This will be particularly beneficial in the process of deciding whether or not to proceed from the introductory to the advanced course.

F. Instructors:

No single definition or description of "instructors" would be appropriate for this project's course instructors. To begin with, no one individual will serve as an instructor throughout an entire semester. The instructor's role will vary from class moderator to discussion leader to actual teacher, depending on the nature of the particular class session; hence, the instructors will be selected from among minority businessmen, educators, government officials and DGA staff and consultants, according to need.

Of extreme importance in our courses is the need to obliterate the usual town-gown separation. The "real-world" primary orientation, with text book, theory usages only secondary, is the essence of the pragmatic approach which we feel is required. Using actual "business world" representatives as instructors is the epitome of that approach.

The curriculum team itself represents a valuable resource from which to select class instructors as well as student advisors. Various benefits accrue from this resource utilization; included in our reasoning are the following points:

1. The pragmatic approach to subject matter is enhanced as curriculum team members have had practical work experience in the various phases of minority business operations and management.
2. Association with the project from its inception gives curriculum team members the required familiarity with and understanding of the nature and objectives of the total project, not just the isolated curriculum designed for a particular class session.
3. The curriculum team members' previous background and experience, coupled with the experience gained by serving as instructors and advisors during initial testing will provide them with ideal qualifications for training future instructors and advisors.

SECTION II

CONTENT DECISIONS: COURSE I

Background Statement

Although our project presupposes student exposure to a broad spectrum of the "world of work" and to career exploration experiences, it is felt the introductory course will give the student increased exposure to and awareness of the requirements and demands inherent in the "small business" world and thus represents the fairest approach for the student and provides a necessary control element for valid curriculum testing.

The introductory course by exposing the students to the basic skills, knowledges and behavioral characteristics associated with business ownership and management, affords to them the opportunity to assess their capacity to learn, adjust to and succeed in the field of small business. Given a knowledge of the basic requisites, the student can then more accurately evaluate past performance and predict future performance in realizing his/her potential within the business field.

The self-assessment component of the introductory course provides a screening process which will ensure that students participating in advanced-course curriculum have

a more positive motivation toward becoming small business entrepreneurs. A more accurate and reliable test of curriculum validity is thereby effected, because the participating student is indeed committed to the program's objectives.

The above introductory course functions and purposes serve as a backdrop against which specific recommendations and corresponding justifications for the following course components shall be discussed: Preface; Business Ownership/Management Opportunities; Exploration; Basic Requirements; Self-Evaluation; Decision.

A. PREFACE

1. Recommendations

Our recommendations of what the "Preface" phase shall include are:

a. Preview of content and purpose of the total curriculum (Introductory and Advanced courses).

1) Brief history of the development of the curriculum

2) Introductory orientation to entire curriculum package

3) Discussion of student responsibility

b. Discussion of "Career Awareness" and "Exploration" concepts

1) Definition, and significance in relation to the national context in which this project exists

c. Socio-Economic Overview

1) Vital role of small business in national economy

2) Attrition rate of small businesses and consequential challenge faced by the new entrepreneur

3) Past and present, successful and unsuccessful, minority participation in small business ownership/management.

2. Justification

Although the student should have a reasonably clear understanding of project objectives prior to actually entering the course, the presupposition on which the project is based, namely, that students have been exposed to "career awareness" learning experiences and "exploration" activities is, in actual fact, probably incorrect. Therefore, explaining the project in terms of the national context in which it exists, briefly describing the scope and intent of completed and other ongoing projects funded by the Office of Education, will give the student a clearer focus and perspective of the goals and objectives of the project, the course and the curriculum.

By so doing, it will aid the student in developing a better basis for evaluating the compatibility of his/her abilities, potentials and personal goals.

It is essential to a successful operation and valid evaluation of this test program that participating students, from the beginning, have an awareness of the "big picture," which, in the context of this project, means: 1) an understanding of the national social and economic standing of small business, generally, and small minority business in particular; 2) as a consequence, an awareness of why the project came into being; 3) the realization that these "project" courses represent only an adjunct, albeit important, of the standard CCSF business curriculum; and 4) a clear understanding of the characteristics of this program which distinguish it from a manpower training program - participants (not "enrollees") are college students as opposed to "poor folk," no promise of employment placement at the end of training (therefore no false expectations), participants are motivated volunteers rather than referrals from a proverty area census tract, training is career-oriented instead of job-oriented, etc.

The Preface phase should result in students' realization that their role is important while at the same time realizing no guarantees are promised. From the student's perspective the benefits to be accrued depend on each individual's motivation and effort.

B. BUSINESS OWNERSHIP/MANAGEMENT OPPORTUNITIES

1. Recommendations

We recommend this content area include:

a. Review (with examples) of current and futur(e) (istic) small business opportunities

1) Retailing - San Francisco Bay Area and nationwide

2) Wholesaling - San Francisco Bay Area and nationwide

3) Manufacturing - San Francisco Bay Area and nationwide

4) Service - San Francisco Bay Area and nationwide.

b. Introduction to information sources regarding:

1) Current small business entrepreneurial activities (minority and non-minority)

2) Potential business opportunities.

c. Sources

1) Periodicals

i. Newspapers

ii. Magazines

iii. Government publications

2) Non-periodical published materials

3) Public, quasi public and private agencies and firms.

2. Justification

This phase of the introductory course will serve to familiarize the student with the wide array of potential small business ventures that may be pursued. This initial-stage orientation, necessary to expand the students' concept of the business world and its many possibilities, represents the first major step, in the sequence of our curriculum, toward development of the students' "business consciousness." It should be noted that this developmental process is an important aim of the total training program and will continue throughout both courses.

Creating a learning environment conducive for the students to broaden their horizons is crucial to the purpose of the introductory course; effective presentation of this component will do much to achieve that.

The "Review" alone is obviously insufficient in and of itself to convey to the student the myriad of current and future business ownership/management opportunities. For this reason, and in order that students may remain abreast of new developing small business opportunities, their knowledge of the above outlined information sources is strongly needed.

C. EXPLORATION

1. Recommendations

It is recommended that the "Exploration" component consist of:

a. Visits to actual minority business sites.

1) Follow-up class discussion, to include student assessment of observed ownership/ management practices.

b. Class question and answer sessions with invited guest minority entrepreneurs

c.. Individualized field research assignments.

2. Justification

This component of the introductory course serves as a necessary complement to the "Business Opportunities" phase. Witnessing a business operation first-hand, from a management rather than a customer or client perspective, will give the students a much greater insight into, and "feel" for, the administrative activities, operations and responsibilities of the small business manager.

Such visits, coupled with question and answer sessions with minority entrepreneurs, will give greater meaning to the students' learning experiences of the "Business Opportunities" phase. And, as such, these on-site visits and discussion sessions provide another basic ingredient in the development of the students' "business consciousness."

D. BASIC REQUIREMENTS

1. Recommendations

We recommend the "Basic Requirements" component include:

a. Personal attributes and characteristics required of a small busines entrepreneur.

1) Review, discuss motive profiles of successful entrepreneurs.

2) Discuss necessary attributes, characteristics in context of authority, leadership and other interpersonal relations roles of owners and managers in "small business" field.

3) Self-assessment, on the part of the student, comparing self to "motive profiles" in terms of motivation, attitude, behavior.

b. Overview of managerial skills needed for successful small business operation

1) Relate Course II content areas to managerial functions of planning, organization and control.

2) Review case study discussions of business failures and management deficiences which lead to those failures.

c. Financial resource requirements for start-up and maintenance of a small business operation.

1) Review of currently available economic indicators and other statistics applicable to various types of business and industry groups.

2) Overview of basic financial considerations and varying nature and kinds of financial decision-making inherently necessary in small business ownership/management.

2. Justification

The above outlined recommended inclusions constitute the small business manager's "survival kit". The overview presented in this phase of the introductory course will be dealt with in greater detail in the advanced course. Their initial presentation in the first course is by design, to serve the vitally important purpose of providing the students with a more balanced perspective from which to assess small business ownership/management as a viable means of meeting their perceived needs and goals. Whereas the preceding two phases of the introductory course will serve to expose the student to the positive potential of small business management as a career, the "Basic Requirements" phase

will serve to expose the student to the constraints, personal and business-related, which have a negative, suboptimizing effect on business operations.

Given the overview of positive and negative aspects of small business ownership and management, students can more readily assess both their desire and their capability to educationally prepare for, and ultimately assume, the role of a small business owner/manager.

E. SELF-EVALUATION

Although there may be some class discussion regarding this component, it is essentially a process to be undertaken individually by each student. With the exception of the assistance that will be provided by the student's advisor, self-evaluation will be a very personal process, conducted throughout the introductory course.

The ultimate, essential question each student must ask of himself is:

> "Do I conceive of myself as capable of, and sufficiently committed to, meeting the requirements necessary for starting up and maintaining a small business enterprise, given my knowledge of what those requirements are and my perception of the potentially realizable goals?"

F. DECISION

The student's response to the above question will serve as the "Decision" component of the introductory course. The "yes" or "no" response, however, will represent the culmination of a semester-long process of self-assessment, aided by the advice and counsel of the advisor. The "yes" respondents shall then participate in the advanced course.

SECTION III

CONTENT DECISIONS: COURSE II

It is in Course II that the actual skills and knowledges necessary for successful minority ownership and management of small businesses will be presented and taught. The "what" of Course I will be in terms of "how to" in Course II.

The bases for Course II content decisions are discussed using the following format:

CONTENT AREA

.. Background Statement - A brief narrative discussion describing the content area in the context of small business, generally, and minority small business, in particular

.. Recommendations - An outline sketch of what we have determined the ultimate curriculum should consist of, in regard to that content area

.. Justification - A discussion of why the content area, in general, should be part of the curriculum and the purpose of including the various items in the "Recommendations" outline.

A. MARKETING

1. Background Statement

The small business manager confronts a wide range of decision variables in determining WHAT, HOW, WHEN, WHERE and to WHOM to market. The minority entrepreneur has special needs and therefore additional factors to consider among his decision variables. Effective marketing is crucial for a minority firm in developing an appropriate IMAGE, particularly if that firm is trying to reach and develop a market beyond the confines of a specific community area or outside a particular racial/ethnic group. Cost considerations serve as a constraint, however, as the minority will, as a rule, begin the business with little operating capital. It is during the start-up stage when certain outlays in the marketing area are of extreme importance to the minority entrepreneur in order to:

1) Dispel existing negative stereotypes of minorities and minority businesses, and
2) Establish a positive self-image as a successful business person.

2. Recommendations

It is recommended that "Marketing" training include:

a. Definition, purpose of Marketing

b. Spectrum of Marketing activities

1) Research

i. Purpose

ii. Procedures and techniques

2) Advertising

3) Public relations

4) Other promotional endeavors

c. Cost and accounting aspects of Marketing

1) Necessary cost-benefit considerations

2) Necessary considerations in accounting for marketing expenses

i. e.g., natural expense vs. functional cost.

d. Sources of marketing assistance for:

1) Entering established marketing systems;

2) Gaining access to marketing outlets;

3) Conducting needed market research.

3. Justification

Proper marketing skills are a key to the success of any small business enterprise, and for the minority enterprise assume even greater importance. The orientation of our marketing curriculum will be utilization of a practical "how to" approach designed especially to meet the image development needs of the beginning minority

business person. It is felt this approach constitutes the most beneficial and effective adjunct to standard "Marketing" curriculum. The rationale for re-enforcing the image concept (to be accomplished in both "Marketing" and "Communications" training) relates to the needs of the minority entrepreneur as discussed in the "Background Statement" above. In addition to overcoming possible negative stereotypes and establishing a positive self-image, the minority business person wants and needs to serve as a motivational image to his or her minority peers.

It can be assumed that many minority students will have only a vague notion of what "Marketing" is and the purposes served by it. Definition of the concept, therefore, is an important first step in the curriculum. Once the students have a clear understanding of the purposes of marketing, the various tools, methods and approaches available for achievement of those purposes will be more readily perceived. It is important also, that students understand the necessity of researching a market before attempting to develop it, in order to more accurately determine the cost-effectiveness of the various marketing approaches.

While it is important that the student have a sound knowledge of the basics of marketing - general purpose, standard procedures and outlets, necessary comparative cost/benefit considerations - it must be recognized that a small business manager is, by definition, a "generalist" in business administration terms. As such, and in view of the essentiality of effective marketing by the minority business person, specific information as to sources of marketing assistance is a necessary element of the "Marketing" curriculum.

B. FINANCE

1. Background Statement

Financial resources, being the life-blood of a business organization, give the "Finance" subject area great meaning and importance in the context of this project. It is not unreasonable to assume that for the average potential minority entrepreneur money acquisition and expenditure activities have been undertaken only to satisfy personal, non-business needs and wants and therefore these activities have not been viewed from a business organization context. Many minority students' past financial expenditures have primarily been made to satisfy such basic needs as food, clothing, shelter, transportation, etc. Investment and "return," therefore,

represent a concept of money and finance foreign to many would-be minority entrepreneurs. Interest in small business ownership/management indicates a motivation for accomplishment of something greater than meeting life's basic requisites. Whether the motivation represents a need for self-actualization or a greater sense of achievement, or whatever, our goal is to provide the necessary skills, knowledges and abilities which will best assist the student to realize his potential in the "small business" field.

2. Recommendations

We recommend that training in "Finance" include:

a. Financial assistance (resource and technical)
    1) Sources
        i. Private
        ii. Public
    2) Methods of obtaining

b. Loans
    1) Kinds available and requirements
        i. Short term or long term
        ii. Commercial banks and lending institutions
        iii. Government
        iv. Personal

2) Interest rates, repayment plans and service charges to be considered

3) Selecting most advantageous financial agreement.

c. Bank services available to the entrepreneur

d. Effective budgeting and methodology

1) Relationship of budgeting and finance to general business management functions of planning and control.

3. Justification

Specialized training in regard to where and how to seek out and obtain financial assistance is of particular import in our curriculum as it represents an area of knowledge that will be among the first to be utilized by the new minority entrepreneur. In the critical beginning stage of a business, with the probability of no inher capital and a lack of financial sources among family, friends, and from within the community, the minority entrepreneur begins with little equity capital. Consequently, sound financial decision-making is crucial for facing the problems of: small margin for error in light of limited opportunity to compensate for losses, and inability to competitively market the business's

products or services. Each item included in the "recommendations" outline is important, then, as basic knowledge needed for the beginning minority entrepreneur. The initial financial hurdles of the start-up phase are followed by a continuing need for sound financial management, however. Skills in financial planning in a business organization context (particularly in the "small business" area) are required for continued survival and hopeful growth. One key to this capability is development of good relationships with banking institutions and utilization of their available services. Coupled with that is the required ability to budget effectively. The skill and knowledge areas outlined above are not sufficient to ensure survival or success in the field of small business but they are necessary. Without the conscious utilization of financial skills and knowleges by the manager/owner, managerial skills in other areas will be insufficient to meet the survival requirements of the business world.

C. COMMUNICATIONS

1. Background Statement

In the area of small business, the importance of effective "communication" skills is great as the entrepreneur is personally involved in all the functions of the business. Not only do interpersonal transactions and

information exchange constitute a major portion of the daily activities in any business operation, all business plans, business decisions and business policies require communicative acts for implementation.

Communications take on even greater significance when addressing the difficulties of minority entrepreneurs. Minority business persons may find that they must be almost bi-lingual in expressing themselves in the sense of speaking one "language" to dealers, suppliers and associates, and a totally different language to workers and customers. With deficient business communication skills, the minority owner/manager runs the risk of perpetuating existent negative stereotypes.

Of particular relevance to the minority in a business context is the deleterious effect of ineffective communication on such key phases of organizational management as planning, coordination and control.

An important realization in developing "communication" training curriculum for minorities is that there are communication problems unique to each racial/ethnic group.

2. Recommendations

Our recommended inclusions in "Communications" training are:

a. Definition and significance

1) Communication, generally

2) Kind of communication

i. oral

ii. written

iii. non-verbal

b. Specific applications of role of communications

1) Within the organization

i. Employer-employee

- - instruction

- - supervision

- - authority

ii. General managerial control

- - policy planning and implementation

- - coordination

2) In relations with the external environment

i. Existing and potential clientele

ii. Suppliers

iii. Sources of assistance - financial, legal, etc.

iv. Influence-wielders and leverage people

- - Civic and community leaders

- - Politicians

- - Non-institutionalized assistance sources

c. Special problem areas in communications (will be adapted to unique problems of specific minority groups)

3. Justification

Without adequate instruction in the various aspects of communication, our curriculum would be incomplete. "Communications" constitutes the foundations of all other facets of small business ownership and management, and as such is an indispensable element in any business training context.

Skills in oral, written and non-verbal communications take on special importance in the training of potential minority business owners and managers. Both within the business organization and in relations with outside organizations and persons, effective communication skills can do much to alleviate the majority's stereotype of ethnic minority businesses and persons. It is through communications that professional business attitudes and competence are expressed and potential cultural/ethnic barriers dispelled.

In view of the pervasive nature of communications in everything a business manager does, communications training serves as the ideal vehicle for awakening the minority student to the "total" environment in which a

business exists by conveying to the student the role, and most effective means, of communicating with all segments within that environment. The recommended instruction, as outlined above, will serve a much larger purpose than teaching the student how to write a letter or converse effectively. In addition to a clearer perception of the business manager's role in an organizational context, the student will recognize how to utilize the "system" to his or her best advantage.

It is expected that training in communication will best exemplify the practical approach of our training for successful small business management.

D. LAW AND INSURANCE

1. Background Statement

The operation of any business, large or small, cuts across legal principles applicable to the rights of buyers and sellers, landlords and tenants, creditors and debtors, employers and employees, and other groups in our competitive economy and mobile society. The complexity and volume of these laws make it impossible for small marketers, as well as others, to know all their opportunities and rights and recognize their liabilities, as well as those of others, under the law.

Legal and insurance knowledge is of particular importance for aspiring minority entrepreneurs, as an element of fear and suspicion may have to be alleviated in regard to seeking legal advice. In addition, insurance needs become more critical for the minority entrepreneur whose business location will possibly mean greater risk in the area of crime, fire, etc. In the semantic conceptualizations of some minority communities, "law" may mean nothing more than "cop" and "insurance" may mean nothing, period. In stark contrast, the profession of small business ownership/management requires consideration of legal aspects in all major decision-making activities and adequate insurance coverage may easily spell the difference between being "wiped out" and retaining financial solvency.

Although it is not expected that the above contrast accurately represents the degree of training required in our post-secondary curriculum, it is fully recognized that there is a gap between what is known and what needs to be known regarding both law and insurance for successful small business management.

2. Recommendations

We recommend "Law and Insurance" training include:

a. Basic legal requirements

1) Legal ramifications of type of business (sole proprietorship, partnership, limited partnership, corporation)

2) Local, state, federal tax liabilities

3) Required legal contracts

b. Sources of legal information and assistance

1) How, When, Why to use

2) Utility of retaining an attorney or lawyer

c. Overview of insurance needs

1) Mandatory coverages

2) Desirable additional coverages

3) How and from whom to obtain necessary coverages - the role of agent or broker

3. Justifications

Legal opinion and assistance are vital to the potential small business entrepreneur as soon as he makes the decision to undertake a small business venture. Ignorance of the legal aspects of and requirements for either buying an existing business or starting a new one can bring immediate disaster to the new entrepreneur. Including legal training as an element of small business management training, however, is important for on-going as well as

start-up operations of a small business firm. While the student should be made aware of the "basic legal requirements" as outlined above, knowledge as to sources of, and the necessity of, legal assistance is of even greater importance. The entrepreneur should be trained in when, how, and from whom to seek and use legal advice. Unknowing violation of a legal requirement or restriction represents a quite formidable, unnecessary and costly obstacle in developing and maintaining a business. Therefore, the training should result in the student recognizing the utility of access to legal expertise on a continual basis, not just in emergency situations. The administrative "generalist" (small business manager) needs a legal "specialist" (lawyer), for continuing availability of necessary legal advice, legal guidance and legal representation in matters involving taxation; property/equipment acquisition or sale; contracts; agreements; certifications; and State and Federal requirements concerning employee wages, benefits and work conditions.

Similarly, presentation of insurance, and the need for it, should be included in a small business training program. The training should provide the student with basic knowledge as to appropriate amounts and relative cost

of insurance protection necessary to cover the various risks present in a small business venture. Entrepreneurs should understand the liabilities of their business as represented by themselves, their employees, and the public, to ensure that insurance is sufficient to spread or eliminate the risk involved. It is equally important that choosing a good insurance agent or broker be recognized by the potential entrepreneur as the best means of assuring adequate insurance protection in both "mandatory" and "desirable" coverage areas.

E. PERSONNEL

1. Background Statement

A great number of potential minority entrepreneurs, by virtue of their environment, adhere to a cultural philosophy that is at variance with adopted business system practices. This cultural tendency has definite ramifications in the employee recruitment, selection and utilization aspects of business management.

Although "small business" managers obviously employ fewer people (national average of three or fewer), the personnel system is as essential, and the components of the system the same, for the small business firm as for the large corporation. In other words, the manager of a small business is his or her personnel department,

responsible for employee recruitment, selection, training, supervision, evaluation, wage-setting and benefit-providing.

Past and current small business ventures, generally, and particularly those operated by minorities, have often been family-run, e.g., "mom and pop stores." Even the small business ventures representing efforts to expand small business beyond the "mom and pop store" concept, there remains a tendency toward nepotism. Among minority entrepreneurs, this inclination is frequently compounded by hiring non-family members subjectively rather than objectively, i.e., based on accurate assessment of manpower needs.

2. Recommendations

Recommended inclusions in "Personnel" training are:

a. Overview of personnel activities--purposes and methodology.

1) Manpower needs assessment

i. Ascertaining needed skills, knowledges and abilities

ii. Full-time, part-time, or temporary

2) Recuritment--where and how to advertise the job

3) Selection

i. Establishing minimum qualifications

ii. Determining final selection criteria

4) Training

5) Supervision

6) Performance evaluation

7) Wage and salary administration

i. Setting appropriate wage-rate

8) Development of employee benefit package

i. Mandatory, standard and optional benefits

b. Employee marale, motivation and productivity -- use of incentive programs

3. Justification

Personnel needs among small businesses vary greatly according to the nature of the business activity. Our curriculum, therefore, cannot provide in-depth, comprehensive training in personnel. It is important, however, that a potential minority entrepreneur be exposed to a summary of standard personnel practices to be better prepared for the unique problems the minority business person may encounter.

Although the personnel system is less formalized in a small business setting (except for some formal record-keeping requirements), there will be a savings in both time and money to the small business manager if systematic procedures are followed in the above-outlined personnel activities.

The most central point of all the personnel activities is effective human resource utilization. Given the small work force of the small business concern, this is a vitally important point. For this reason the item of "Employee morale, motivation and productivity" was included as a separate recommendation. Incentive programs should be considered by a small business owner/manager as a potential facilitator of greater productivity through improved employer-employee relations and increased job satisfaction.

F. RECORD-KEEPING

1. Background Statement

A review of the literature on small business indicates faulty record-keeping is among the major causes of small business failure. Given the broad range of activities and responsibilities of the small business manager, it can be understood why record-keeping may not get the attention it deserves. It, nevertheless, represents a fundamental concept in business, and is particularly important for tax purposes; for the assessment of the direction, trend and current status of the business; for the determination of possible needs for future capital; and for maintaining data pertinent to business licenses, fees, etc.

The minority business person may find this area of enterprise operation new, troublesome and tedious. However, it is practically impossible to negotiate for a business loan from a bank without properly prepared financial statements. The minority entrepreneur may find that it may even be difficult to secure credit in any form without such statements. Bankers and other credit grantors need to study the business person's balance sheets and income statements in order to decide whether credit should be extened. Sometimes a government agency will require audited financial statements; a sound record-keeping system must provide the bases for these statements.

Equally as important as the management and credit applications of good bookkeeping systems, are the requirements by Federal and local government agencies. The responsibility for maintaining records and proving their accuracy falls on the taxpayer. Federal and local income taxes, payroll taxes, sales taxes, personal property taxes, and an ever increasing number of other laws and regulations require certain reports which are easier to prepare and substantiate if the figures are organized by a good record-keeping system.

2. Recommendations

We recommend that "Record-keeping" training include:

a. Overview of importance of record-keeping

b. Necessary elements of a record-keeping system

1) Accounting

2) Government

i. For tax purposes

ii. Employee records

iii. Legal documents - contracts, agreements, records

c. Professional assistance

1) Lawyer

2) CPA

d. Potential utility of employing in-house record-keeper

3. Justification

Record-keeping has been called the universal language of business. It would be worthy of inclusion into our curriculum on that merit alone, but is also has other redeeming qualities. Among them is its significance as applied to sales, financial conditions and general forecasting.

The minority entrepreneur should evaluate the unlimited potential of a sound record-keeping system. In many cases the accomplishment or failure of any type of financial assistance could be determined not by a face to face contact, but by the use of an enterprise's record-keeping system. Not only can a good record-keeping system be used to accomplish a concrete objective, such as obtaining a loan, it might also be applied to accomplish tasks slightly more difficult to complete such as dispelling myths concerning inadequacies in minority business operations.

Accounting records can decrease the chances of failure and increase the likelihood of staying in business and earning larger profits. Some of the information a simple but adequate system of records can furnish are:

1. How much business (cash and credit) am I doing? How much is tied up in receivables?
2. How are my collections? What are my losses from credit sales? Do I need to borrow money?
3. How much cash do I have on hand and in the bank? Does this amount agree with what records tell me I should have, or is there a shortage?
4. How much is my investment in merchandise?

5. How much merchandise did I take out of my store for personal or family use which affects my gross profit calculations?
6. How much do I owe my suppliers and other creditors?
7. How much gross profit (margin) did I earn?
8. What were my expenses, including those not requiring cash outlays?
9. How much net profit did I earn (and how much resultant income taxes will I owe)?
10. What is my capital; that is, of my total assets, how much would be left for me after paying my creditors in full?
11. Are my sales, expenses, profits, and capital showing improvement or did I do better last year than this? How do I stand as compared with two periods ago? Is my position about the same, improving, or deteriorating?
12. On what lines of goods or in what departments am I making a profit, breaking even, or losing money?
13. Am I taking full advantage of cash discounts for prompt payments? How do my discounts <u>taken</u> compare with my discounts <u>lost</u>?

14. How do the financial facts of my business compare with those of similar businesses?

When an entrepreneur can answer these and similar questions, they know whether something is wrong, and, if so, what has caused unfavorable conditions to develop. As an example, by knowing that sales declines or sales of unprofitable items, slow collections, overinvestment in inventory, or rising expenses are the problem areas, the minority entrepreneur can take the corrective action that will do the most good. With the knowledge obtained from a good system, trouble areas can be spotted promptly and correction can be attempted before serious or permanent damage is done.

Small business management training should erase any conception that record-keeping is unnecessary as this belief can place the unknowing entrepreneur on a path of financial suicide. Not only is the maintaining of accurate records important, in the case of certain tax, social security or withholding statements, it is mandatory by law.

It may prove necessary to employ the services of a professional record-keeper until such time as the new entrepreneur is able to maintain an adequate and accurate record-keeping system. This should be viewed as an asset to the business and not an unneeded expense.

G. PRODUCTION, INVENTORY MANAGEMENT AND QUALITY CONTROL

1. Background Statement

The profits of some small business persons suffer because they neglect the dollars and cents aspect in their planning. Often a drain on income occurs because the owner/manager emphasizes some other activity of the enterprise at the expense of production. In other case, the entrepreneur gives the wrong type of attention to production. Coordinating the various elements that make for efficient production is not an easy job, but the successful entrepreneur employs two essential managerial functions. One is planning--setting goals. The other is controlling--keeping production within the dollar limits that have been set for it.

Inventory management is vital to profit because raw materials, goods in process, and finished goods represent money that brings no return until they leave the factory as finished products. Similarly, stocks of merchandise in a store contribute to profit only when their sale puts money into the cash register. Inventory management, as the term implies, is a positive action that relates inventory to other phases of the business such as purchasing, production, storage, marketing and finance.

Development and maintenance of quality standards are essential to the success of any small business whether it's a fast food franchise, an electronics manufacturing firm or a tax preparation agency. The entrepreneur who develops a system of in-house quality "checks" will survive much more easily than the entrepreneur who "discovers" a deficiency in quality when trying to determine the reason for fewer customers and/or a decrease in revenue. Quality control, as it relates to the small business retailer, may often be regarded as stock control. Stock control is necessary if the small retailer is to offer customers a balanced assortment. A system need not be elaborate though it should enable the small retailer to determine what needs to be ordered on the basis of: (1) what is on hand, (2) what is on order, and (3) what has been sold.

2. Recommendations

We recommend training in this area include:

a. Production, defined separately for retailing, wholesaling, manufacturing and service.

1) Setting objectives

2) Scheduling

3) Control

4) Automation and technology considerations

b. Inventory management

c. Quality control as it relates to retailing, wholesaling, manufacturing and service

3. Justification

The areas of production, inventory management and quality control should be included in the curriculum because of the tremendous effect that these facets have on the small business person. This subject area is of special importance in small business management training for minorities in that many of the students will not have had the rudiments of organizational education.

Managerial efficiency in any organization requires effective planning, organizing, control and communication. The functions become particularly important for the small business manager in achieving efficient production and effective inventory management and quality control. These functions and these activities are, for the small business owner/manager, the means by which external requirements are coordinated with the business resources and needs. Such effective resource utilization is the essential objective of this subject area.

H. COMMUNITY RELATIONS

1. Background Statement

A community is an organization in the sense that it has both formal and informal organizational structures and therefore, formal and informal power bases and lines of authority. These concepts are highly significant for owners/managers of community-based small businesses. The astute small business entrepreneur develops those community associations and relations deemed most beneficial to the enterprise, based on objectively developed priorities.

Successful minority entrepreneurship especially, requires an understanding of community dynamics. Minority business persons may be viewed unfavorably in their community because of the misconception on the part of many minority persons that anyone who is financially successful has "sold out." Efforts to develop effective community relations prove far more beneficial in countering this misconception than a "public be damned" attitude. In this context, there is an element of public relations in development of good community relations. "Image" is important to the minority entrepreneur both within and outside the specific community in which the small business is located.

Good community relations can often be fostered by a minority owner/manager's membership and participation in certain business-oriented organizations and associations, e.g., Chamber of Commerce. Aside from the community relations benefit, such participation can provide an important resource for business information.

2. Recommendations

It is our recommendation that training in the area of "Community Relations" include:

a. Definition, and significance in relation to:
   1) identification with community
   2) development of community image - public relations aspect of community relations

b. Knowledge of community dynamics
   1) formal and informal power structures and lines of authority

c. Membership in business-oriented organizations

3. Justification

A small retail or service business probably receives over seventy five percent (75%) of its total revenue from people who reside in the immediate vicinity of the business. Such an enterprise relies heavily on repeat business and community loyalty and therefore requires good community relations.

Understanding the "community dynamics" concept is important for the aspiring minority small business owner/manager in order to facilitate the development of good community relations. Once the concept is understood, a new owner/manager can more readily identify the influential "leaders," formal and informal, of a community and thereby be better able to plan and systematically develop effective community relations.

I. GOVERNMENT RELATIONS

1. Background Statement

There exists a relationship between the small business person and the various levels of government, whether that relationship is cultivated or not.

The wise small business manager does what he can to emphasize the "service" aspects of public service in order to help alleviate the negative aspects of government restrictions and controls. In working with all government levels - local, state and federal - the small business owner/manager who hasa good relationship is in a better position to expect better delivery of services.

In the context of minority business, several examples stand out. Locally, the location of a minority business may require development of good relations for more adequate police and fire protection and more efficient sanitation service. Also, a good relationship with the

local office of the state employment service can relieve the minority entrepreneur of the time consuming (and at times expensive) "personnel" activities of recruitment and selection. Additionally, the nature of many minority entrepreneurs' businesses are such that they are in a position to administer various kinds of public contracts. With all government levels, the owner/manager who has developed a good relationship is in a better position to bid on and negotiate these public contracts. Finally, the better the relationship, the better the opporutnity of the entrepreneur to take advantage of various government-funded business assistance programs.

2. Recommendations

Recommended inclusions in "Government Relations" training are:

a. Meaning, significance of "good government relations" concept
   1) Government officials
   2) Government agencies
b. Overview of available services and benefits
   1) Local level - city and county
      i. Effective delivery of local public services
      ii. Public contracts

2) State level

i. Employment Service

ii. Business assistance programs

iii. Public contracts

iv. Other

3) Federal level

i. Business assistance

ii. Public contracts

iii. Other

c. An overview on proposal preparation, grant application, and bidding and negotiating public contracts.

3. Justification

The "Why" and "How To" of developing communication and rapport with appropriate Government officials and agencies is an important training component for the small business entrepreneur. A good relationship with the various levels of Governement is an asset worthy of the time and effort required to develop it. If the training can provide future minority business persons with a higher degree of sophistication regarding government operations, they will be better able to let the system work for, rather than against, their business operation. If the proper training is given in government-business relations, the potential problems discussed earlier under

"Law and Insurance" could be considerably lessened.

While the outlined components of the "Government Relations" training are comprehensive enough to provide the required knowledge for any kind of small business venture, the need is fully recognized for flexibility in the curriculum to emphasize the needs of individual students, for their individual business career aspirations.

J. PROFESSIONAL BUSINESS ASSOCIATIONS

1. Background Statement

The importance to the small business manager of being familiar with the environment in which his or her business exists has been alluded to in earlier discussions, notably in the discussion on "communications." An effective vehicle for acquiring this knowledge and familiarity is membership in professional business associations (PBAs).

For the minority entrepreneur, particularly, such membership constitutes a valuable resource in terms of information sources and contacts with influential people that could not be easily obtained elsewhere.

2. Recommendations

We recommend that training in reference to "Professional Business Associations" include:

a. Purpose and function of PBA's

1) Primary purpose of the organization

2) Benefits of membership

i. Social

ii. Political

iii. Information source

b. Becoming a member and participating in PBA functions

3. Justification

As stated previously, one aspect of the total training needed by a future business owner and/or manager is in regard to knowledge of the environment in which the enterprise exists. Especially on the part of the minority entrepreneur, an awareness should be generated regarding the utility, in some instances, and practical necessity, in others, of membership in professional business associations. Such background knowledge of professional business associations is essential as part of the total curriculum due to its importance in relation to the business system. The interaction between a business and

society at large is of varying degress of importance, depending on the nature of the business enterprise. It is, in any event, important, and the resources provided by membership in professional business association are of inestimable value to the minority entrepreneur. Knowing how and why to join a professional business association is an important inclusion within the total training context, as minority entrepreneurs who do not take advantage of the information, contacts, political leverage, etc., that professional business associations can offer will only serve to further handicap the new business that can least afford it---their own.

K. BUSINESS TERMINATIONS

1. Background Statement

Statistics on small business failures are sufficient proof that small business owners/managers must always be prepared to face going out of business. Also, getting out of business is not automatically based on business failure. For a variety of personal or other reasons, an owner/manager may decide to terminate. At such time, the owner is confronted with various decisions in terms of how and when to sell, liquidate or terminate the business enterprise. For this reason, it is imperative that vital signs of the business firm's financial status be known at all times. The firm's current earning power,

for example, is a prime determinant of its selling price. Also, if data on financial solvency is readily available, that facilitates determination of the most effective method and approach for achievement of profit maximization/loss minimization.

The owner/manager who terminates his or her business operation is required to retain certain records and notify certain public agencies and officials.

2. Recommendations

We recommend that training in regard to "Business Terminations" include:

a. Reasons for business terminations
    1) Change in need for services or products
    2) Personal reasons
    3) Business failure
b. How, when to terminate
    1) Indicators and vital signs
    2) Sell, liquidate, etc.
        i. Selling procedures
        ii. Profit maximization/loss minimization objective
    3) Necessary agency notifications
    4) Necessary records retention

3. Justification

Small business owners get out of business for various reasons. Knowing how to get out requires comprehensive knowledge of the options available. The best time to learn how and when to sell, liquidate or terminate a business enterprise, then, is during business management training rather than when immediately confronted with the situation requiring such a decision be made. The training should include teaching how to recognize the vital signs of the business and how to know what the finanical capabilities are when confronted with the change in need for services or products. In addition, the student must learn what records must be retained and which persons and/or agencies must be notified. Very important also, is learning the methods and approaches necessary to achieve profit maximization with loss minimization at such point in time.

An added benefit, particularly for the minority student, of including "Business Terminations" in the training is the possible alleviation of afeeling of shame or disgrace in having "to get out." If none of the indicators say "stay," it is then a matter of false pride if the struggling entrepreneur continues.

APPENDIX "B"

ANNOTATED BIBLIOGRAPHY

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